

## SENSS

### Communication and Interaction Resource Bases

#### Statement of Purpose

C&I Resource Bases are part of a continuum of Local Authority provision to meet the needs of children and young people with Communication and Interaction differences.



Their **primary purpose** is twofold:

1. To **facilitate access to the mainstream curriculum** for children and young people with identified C&I needs and to work towards their full and independent inclusion in all aspects of school life, including both learning and social opportunities.
2. To **provide specialist teaching and interventions**, both individually and to small groups of children and young people with C&I needs, to develop their skills and confidence in areas of personal development affected by their C&I differences, including the following:
  - Developing expressive, receptive and pragmatic communication skills
  - Structured support to build and sustain positive peer relationships
  - Developing independent learning skills
  - Developing personal organisation and self-management skills
  - Understanding the impact of their differences and /or diagnosis
  - Developing emotional regulation
  - Learning to manage anxiety
  - Developing age appropriate personal and life skills such as self-help skills, independent travel for example.

Resource Bases, because of their particular situation in host mainstream schools, also serve a number of **secondary purposes** as follows:

- To provide a learning environment and a safe physical space which may act as a haven from the sensory and social pressures of the mainstream school environment for children with higher level C&I needs.
- To work collaboratively with other services and agencies including health and social care to ensure that the child's needs are met in a holistic and coherent way.
- To provide emotional, social and pastoral support to students, particularly at unstructured times of the school day
- To work closely and supportively with parents to provide a consistent approach between home and school.
- To act as a resource for the host school, collaborating to support the needs of all students with C&I needs, providing advice and support and creating opportunities for 'inward inclusion' to facilitate access to specialist interventions for pupils on the host school role.

## **CORE OFFER**

### **What is the essence of the specialist provision which is common to the C&I Resource Bases?**

#### **Curriculum**

- Differentiated access to mainstream curriculum
- Specialist alternative curriculum to develop Children's Communication and interaction skills.
- Additional independence and life skills curriculum
- Extended curriculum options – swimming, horse riding, lego therapy, clubs
- Supported access to alternative curriculum if offered by the school (e.g. Asdan, Functional Literacy)
- In school opportunities and support for completing homework
- Filling the gaps – sex and relationships, emotional literacy, current affairs
- Extended work experience

#### **Inclusion**

- Academic inclusion – opportunity to learn alongside mainstream peers and be fully included in educational opportunities offered by the school
- Close liaison with Mainstream Teachers
- Social inclusion – support at unstructured times of the day, and with developing social skills
- Opportunities for reverse integration – inward inclusion

#### **Environment**

- A dedicated space away from the rest of the school where children can feel comfortable, calm, and where their needs are understood.
- An adapted environment, less busy and noisy, than the school campus
- The opportunity to reinforce class-based learning individually and in small groups
- A space which is suitably adapted to take account of sensory issues and the need for a low arousal environment

#### **Identity**

- A sense of identity – enabling the child to belong to a community smaller than the whole school.
- Nurture/advocacy for child in the wider school
- The opportunity to identify with a real peer group with similar interests needs and differences
- Peer support – awareness raising, peer support groups

## **Approach**

- A multi-agency approach including specialist teaching, S&LT
- Strong interagency links with Social Care, Health, CAMHS
- A holistic view of the child in the school, community and family context
- Empathy and understanding of each child as an individual
- Consistency in staffing, including a key worker approach
- Reflective professional practice
- Flexibility with timetable – ability to be fluid and responsive, adapting expectations to meet individual needs

## **Specialist Support and Training**

- A high level of specifically targeted support from specialist staff.
- Specialist assessment to inform interventions
- Staff team with up to date specialist knowledge and training
- Specialist support to parents, to assist with access to learning and approaches to use at home.
- Awareness raising – training for host school staff and peers

## **Personal Development**

- Individual and ongoing behaviour support, to develop self regulation of behaviour and
- Support to develop independence and independent learning skills
- Support with personal organisation
- Transition planning – thinking ahead – onward support at key transition points